**K-5 ELA Lesson Plan**

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| **Teacher:** | | **Grade: 1st** | | | **Date(s)**: |
| **Unit Title:**  Wanted! A Few Good Friends | | | **Corresponding Unit Task:**  Task 2 | | |
| **Essential Question(s):**   * Why is it important for good readers, writers, and speakers to remember the important details when retelling a story, poem, or informational text? * How do illustrations help good readers locate and remember the important details in a story? * How does using capital letters at the beginning of a sentence and correct punctuation at the end of a sentence help writers communicate their ideas more clearly? * Why is it important for good listeners to give others the opportunity to speak when we are sharing ideas? * How can drawing pictures help us better communicate our ideas, thoughts, feelings, and understandings? | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**  Click, Clack, Moo: Cows that Type by Betsy Lewin  All books from Unit 1 (see previous lesson plans)  Writing Paper  Pencils  Story Structure Matrix graphic organizer (Tasks 1-3) | | | | Character Traits  Key Details  Opinion  Sharing Circles  Story Structure Matrix  Capitalization  Punctuation | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Reading**  **Standards:**  **RL.1.1 -** Ask and answer questions about key details in the text.  **RL.1.2** - Retell stories, including key details, and demonstrate understanding of their central message or lesson.  **RL.1.7** - Use illustrations and details in a story to describe its characters, setting, or events.  **RL.1.10** - With prompting and support, read prose and poetry of appropriate complexity for grade  **RI.1.1** - Ask and answer questions about key details in a text.  **RI.1.2** - Identify the main topic and retell key details of a text.  **RI.1.7** - Use the illustrations and details in a text to describe its key ideas.  **RI.1.10** - With prompting and support, read informational texts appropriately complex for grade 1.  **I Can Statement(s):**   * I can answer questions about key details in the text. * I can recall and retell key details from stories that I have read. * I can give the definition of an opinion.   **Instructional Plan:**  In order to introduce students to the genre of opinion writing, the teacher could read and discuss the book ***Click, Clack, Moo: Cows that Type*** by Betsy Lewin.  **Part 1: Text Review**   * **Story Structure Matrix**: The teacher will conduct a review of each story that has been read and shared based on the information recorded on the Story Structure Matrix As the details are reviewed, the teacher should comment about what s/he liked best about each story. * After reviewing the stories that have been read, the teacher will explain that students are now going to discuss what they liked about these books, but they are going to hold their discussions in small groups called “Sharing Circles.” S/he will explain that this is a very “grown-up” way of having conversations about important topics, and now that they are in first grade, s/he is confident that they will be able to handle the personal responsibility that will be required for this to work well. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Speaking & Listening**  **Standards:**  **SL.1.1 -** Participate in collaborative conversations with diverse partners about grade 1 topics.   1. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). 2. Build on other’s talk in conversations by responding to the comments of others through multiple exchanges. 3. Ask questions to clear up any confusion about the topics and texts under discussion.   **SL.1.2** - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.  **SL.1.3** - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.  **SL.1.4** - Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.  **SL.1.5** - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.  **SL.1.6** - Produce complete sentences when appropriate to task and situation (See grade 1 Language standards 1 and 3 for specific expectations).  **L.1.1** - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   1. Use common and possessive nouns. 2. Use personal, possessive, and indefinite pronouns (e.g., *I, me, my; they, them, their; anyone, everything*).   Use determiners (e.g., *articles, demonstratives*).  **I Can Statement(s):**   * I can express my thoughts, feelings, and opinions about a text that I have read. * I can take turns and share the talking time when having a conversation with my peers.   **Instructional Plan:**  **Part 2: Pre-Writing Discussion**   * The teacher will explain and model the procedure for “sharing circles” as follows:   1. The teacher will set up book discussion groups consisting of 3-4 students, one of which is the **designated leader**. Each circle will operate using the same set of rules:      + Everyone, including the leader, gets to share.      + Everyone should try to contribute, but you can skip your turn if you wish. (. . . when first beginning circles. As students become more familiar with this strategy, each student should be prepared to participate.)      + Everyone listens to the speaker.      + Everyone has the same amount of time in which to speak.      + Everyone listens respectfully . . . no interruptions, criticisms, etc.   2. The teacher will post the **procedures** for all to see   3. After discussing the rules, the teacher will explain and model the process for conducting a sharing circle conversation using the following protocol:   **Example**: Sharing Circle Protocol   * 1. **Suggestion**: Create a class set of ***Sharing Circle Guides*** with Rules on one side and Protocols on the other. Laminate them for use throughout the year. * **TEACHER MODELING**: Prior to the beginning of the discussion groups, the teacher will ask two – three students to join her as she models the process of active participation in a discussion group. The remaining students will be asked to participate as observers, making mental notes of how well each person followed the discussion rules and the Sharing Circle protocol. After the modeling experience, the teacher will ask students which of the rules they observed being practiced, and which needed improvement.   **DISCUSSION TOPIC**:  “The part of this book that I liked the best was when. . . . .”   * Procedure:   1. The teacher will divide the students into groups of 3-4.   2. The teacher will give each group a copy of one of the books about friendship to discuss. It is suggested that each group have the opportunity to discuss 3-4 books, rotating the books from group to group.   3. The teacher will circulate from group to group providing support with rules and routines as needed.   **END OF DAY 1** | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **BEGIN DAY 2**  **Writing**  **Standards:**  **W.1.1** - Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.  **W.1.5** - With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.  **W.1.8** - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.  **I Can Statement(s):**   * I can write an opinion piece, including the title of the book that I am writing about. * I can add more details to my writing by including more reasons for my opinion. * I can check for good writing using a rubric.   **Instructional Plan:**  **Part 3: Writing – “My Favorite Book About Friends”**  Students will choose their favorite story from the ones read, state the title, and give three reasons why it was their favorite book.  Example:  My favorite book about friends is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_by \_\_\_\_\_\_\_\_\_\_.  I like it because\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  Another reason I like it is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  I also like it because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.   * **­**The teacher will **model** the process by writing about her favorite book using either the document camera or transparency.   + Model using capital letters at the beginning of sentences.   + Model using punctuation at the end of sentences.   + Model using capital letters for the names of characters and the pronoun “I”.   + Model spelling known words correctly.   + Model using the Word Wall for frequently used words that have been taught.   + Model sounding out unfamiliar words.   + Model looking at anchor charts for help   After the teacher has **modeled** this task, students will be provided a piece of primary story writing paper and allowed adequate time to write and illustrate their own opinion piece on the same topic. As students work independently, the teacher will monitor, conference, and provide support as needed. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Word Study**  **Standards:**  **L.1.1** - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   1. Print all upper- and lower-case letters. 2. Use common, proper, and possessive nouns. 3. Use personal, possessive, and indefinite pronouns (e.g.: *I, me, my; they them, their, anyone, everything*). 4. Use determiners (e.g. *articles, demonstratives*). 5. Produce and expand complete **simple** and compound **declarative**, interrogative, imperative, and exclamatory sentences in response to prompts.   **L.1.2** - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   1. Capitalize names and dates of people. 2. Use end punctuation for sentences 3. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. 4. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.   **L.1.6** - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g. *I named my hamster Nibblet because she nibbles too much because she likes that*).  **L.1.2** - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   1. Use conventional spelling for words with common spelling patterns and for frequently occurring regular words.   **I Can Statement(s):**  **Instructional Plan:**  As frequently used words are added to the Word Wall, students should be expected to spell them correctly in their daily writing activities.  At this point in the year, as students are engaging in writing activities, they should be encouraged to reference environmental print and anchor charts to spell familiar words correctly.  Vocabulary that is essential for students’ comprehension of a story should be taught explicitly prior to reading. | | | | |
| **Closing/Summarizing Strategy** | Allow students to share their opinion writing pieces, as time permits. | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| Have students choose their favorite book about friendship and create an advertisement about the story that can be showcased in the media center to encourage others to read the book and learn more about the topic of friendship. Reflect on the qualities that made the book or text great. | | Struggling writers would benefit from the support of a ***story frame*** for this writing activity. Example:  My favorite book about friends is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_by \_\_\_\_\_\_\_\_\_\_.  I like it because\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  Another reason I like it is because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  I also like it because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  Some students may need to dictate the missing parts of the story frame to an adult and have several opportunities to practice reading. | | | * Entering” (non-English/novice) will be able to choose words from a word bank.   “Entering” (non-English/ novice) will be able to copy a model piece of writing. |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):**  In order to assess progress and plan for explicit writing instruction, the teacher will make anecdotal notes about individual student strengths as well as areas needing improvement.  It should be noted that although this performance task is taking place near the end of the first four weeks of school, explicit writing instruction should have been taking place on a daily basis throughout this time period. **This activity is intended to be an informal assessment of student progress – not an initial introduction to the writing process** | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*